

Reading – Literary Text

By the end of grade eight, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.		



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds

2.1 Students are expected to build upon and continue applying previous learning.

Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.

2.2 Students are expected to build upon and continue applying previous learning.

Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.

2.3 Students are expected to build upon and continue applying previous learning.

Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

2.4 Students are expected to build upon and continue applying previous learning.

Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.

2.5 Students are expected to build upon and continue applying previous learning.

Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

3.1 Students are expected to build upon and continue applying previous learning.

Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.

3.2 Students are expected to build upon and continue applying previous learning.

Grade 2 Use knowledge of how syllables work to read multisyllabic words.

3.3 Students are expected to build upon and continue applying previous learning.

Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.

3.4 Students are expected to build upon and continue applying previous learning.

Grade 2 Use and apply knowledge of vowel diphthongs.

3.5 Students are expected to build upon and continue applying previous learning.

Grade 2 Use and apply knowledge of how inflectional endings change words.

3.6 Students are expected to build upon and continue applying previous learning.

Grade 3 Read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Students are expected to build upon and continue applying previous learning.

Grade 2 Read grade-level text with purpose and understanding.

4.2 Students are expected to build upon and continue applying previous learning.

Grade 4 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

4.3 Students are expected to build upon and continue applying previous learning.

Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>		

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.1 Determine one or more themes and analyze the development; provide an objective summary.	6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.
--	---	---

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.	7.1 Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics.	7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.
7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.	7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.	8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.	8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.
--	---	---

Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.	9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.	9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
9.2 Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.	9.2 Analyze the impact of the author’s choice of words, word phrases, and conventions on meaning and tone.	9.2 <i>Students are expected to build upon and continue applying previous learning</i>

Standard 10: Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.	10.1 Use context clues to determine meanings of words and phrases.	10.1 Use context clues to determine meanings of words and phrases.
<i>10.2 Students are expected to build upon and continue applying previous learning.</i> Grade 4 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.		
<i>10.3 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.		
<i>10.4 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words.		
<i>10.5 Students are expected to build upon and continue applying previous learning.</i> Grade 5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.		
10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	10.6 Students are expected to build upon and continue applying previous learning.	

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective or purpose shapes content, meaning, and style.

11.1 Explain how an author's development of the point of view of the narrator or speaker impacts content, meaning, and style.	11.1 Analyze how an author develops and contrasts points of view to impact content, meaning, and style.	11.1 Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.
<i>11.2 Students are expected to build upon and continue applying previous learning.</i> Grade 3 Compare and contrast the reader's point of view to that of the narrator or a character.		

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.	12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.
12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.	12.2 Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.	12.2 Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.